



NJIT Self Study: Middle States Commission on Higher Education Meeting Documentation

Part 1. Attendance

Committee Number:	Group 7: Curriculum: Evidence-centered, Research and Professional-based Instruction
MSCHE Standard Addressed:	Standard 11: Educational Offerings Standard 12: General Education Standard 13: Related Educational Activities
Meeting Date:	
Meeting Time:	
Meeting Location:	
Group Chair:	<ul style="list-style-type: none"> • Chair: Robert Friedman
Group Co-Chair:	<ul style="list-style-type: none"> • Vice-Chair: Taha F. Marhaba
Committee Advisors:	
Committee Members Present:	
Committee Members Excused:	
Committee Guests:	
Meeting Purpose:	To review Steering Committee Charge Questions

Part 2: Agenda

Agenda Items	
1	Standard 11: Educational Offerings 1) How do NJIT's academic programs display academic content, rigor, and coherence appropriate to our mission? Documentation: Past self-studies and MS reports; catalog Assigned: S. Tricamo

	<p>2) How do the university’s accreditation agencies ensure the maintenance of such academic content, rigor, and coherence? Documentation: UCRC and Grad Council chairs; course assessments Assigned: S. Tricamo; D. Lubliner</p> <p>3) How does each degree program document and update articulated core competencies, learning outcomes, student advancement and progression standards, retention strategies, and outcomes assessment? Documentation: Syllabi, catalog program description, course and program assessment tools, advisor forms, Registrar Assigned: R. Friedman</p> <p>4) How well do students understand the purpose and interrelationship of the requirements of their degree programs? Documentation: Catalog, website, GUR preamble, student feedback session minutes and summaries published in Vector. Assigned: J. Robertson</p> <p>5) How are students taught to think critically, analytically, and creatively within their majors? Documentation: Past self-studies; new GUR; research roadmap; new learning tools; student chapter organizations; community service; Career Development Services; minutes of advisory board meetings Assigned: D. Lubliner</p> <p>6) How has the curriculum been improved since the last self study in order to increase student engagement and retention engagement? Documentation: President’s strategic plan; Provost’sNJIT’s Learning Communities initiative (statement from J. Redling); NSSE report summary. Assigned: S. Tricamo</p> <p>7) How do new degree programs emerge at NJIT? What standards and processes are required for program approval on the institutional and state level? Documentation: UCRC/Grad Council/CAA minutes Assigned: S. Tricamo</p>
2	<p><u>Standard 12: General Education</u></p> <p>1) Do the General University Requirements (GUR)— NJIT’s undergraduate general education program—lead to students acquiring and demonstrating college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, information literacy, and technological competency? Documentation: GUR pre-amble; ABET/SOA/SOM accreditation processes; HUM 101 portfolio assessment; Research Roadmap; Math common exams Assigned: R. Friedman</p> <p>2) Can we demonstrate proficiencies in the GUR? Documentation: Math commons; HUM assessment Assigned: R. Friedman</p> <p>3) How does the GUR serve the NJIT mission? Documentation: GUR Pre-amble Assigned: R. Friedman</p>

	<p>4) What is the orientation of the GUR? Should the general education program designed to meet the needs of students in their respective professional degree programs? Or is the general education program designed to be a cohesive force independent of student major? (A: the latter) Documentation: GUR statement Assigned: R. Friedman</p> <p>5) How are learning outcomes and assurance of learning integrated into the GUR? Documentation: Course syllabi; attendance and F/W policies Assigned: R. Friedman</p> <p>6) How does NJIT assess that students are meeting the institution's goals for written communication, quantitative reasoning, and information literacy? Documentation: Humanities assessments; math common exams; Research Roadmap Assigned: R. Friedman</p> <p>7) Has the GUR changed since the previous self study? If so, what has been the reason for the changes? Documentation: UCRC/CAA minutes; discussions with UCRC past chairs Assigned: R. Friedman</p> <p>8) Is there need to undertake review of the GUR in light of new degree program initiatives during the period of the current self study? Documentation: UCRC/CAA minutes; discussions with deans council Assigned: R. Friedman</p> <p>9) If such review is to take place, how can the GUR be structured to engage and retain students? A: new math courses and new composition sequence Documentation: syllabi; Moodle; Learning Community Initiative. Assigned: R. Friedman</p>
3	<p><u>Standard 13: Related Educational Activities</u></p> <p>1) How may we best describe the existing efforts and future direction for our basic skills placement, instructional, and assessment efforts in writing and mathematics? Documentation: Statements from NLE and Jonathan Luke (Note: we still have no one from Math on the sub-committee)</p> <p>2) When admitted international students lack proficiency in written and oral English, what programs and procedures are in place to ensure that these students are prepared and engaged? Documentation: Statement from J. Paris</p> <p>3) How may we best describe the existing efforts and future directions for each of the following: E-Learning, Experiential Learning, Non-Credit Offerings, and Graduate Certificate Programs? Documentation: Statement from G. Spak</p> <p>4) How is quality assured for students in our certificate programs? Documentation: Statement from G. Spak</p> <p>5) What evidence exists that the achievements of learning goals of students in distance learning courses is similar to that of students in face-to-face courses? Documentation: Statement from Institutional Research (P. Deess); course</p>

	<p>evaluations Assigned: P. Deess</p> <p>6) How has the NJIT concept of distance learning evolved since the last self-study? Documentation: Statement from W. Reynolds, TLT</p> <p>7) What has been the impact of E-Learning upon NJIT's student engagement and retention? Documentation: Statement from Institutional Research</p> <p>8) What affiliate relationships does NJIT have with other institutions, and how are these relationships maintained and assessed? Documentation: Statement from Provost; Statement from Admissions Assigned: T. Marhaba</p>
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Part 3: Discussion of Agenda

Discussion on Agenda Items	
1. Review of Questions	
2. Suggested Additional Questions	
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Part 4: Action Items from Agenda

Action on Agenda		Individual Responsible
1. Contact with MSCHE Chair and Vice Chair to Review Questions		
2. Contact with MSCHE Chair and Vice Chair to Suggest Additional Questions		

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Part 5: Remaining Questions

Questions to be Answered		Individual Best Able to Provide Answers
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